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ABSTRACT

This report presents information concerning Arizona policies and programs for chronically ill or disabled children who need educational services in the home. It contains a report of a school district survey, summaries of applicable laws related to handicapped students receiving homebound services, recommendations for policy development, a model homebound policy, and eight recommendations for homebound program development. The survey of 170 school districts sought to determine the extent and nature of existing policies and programs and to identify program strengths and weaknesses. Results indicated that approximately half of the responding districts did not have a homebound policy, with larger districts being more likely to have a policy and a program. The duration of instruction for homebound students was most often cited as 4 hours weekly. The section on applicable laws describes the provisions of federal statutes and regulations, administrative decisions, and state laws. Appendices contain a copy of the survey, tables of survey responses by district (comprising approximately half of the report), and a list of four suggested readings. (JDD)

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SURVEY OF HOMEBOUND PROGRAMS OFFERED BY PUBLIC SCHOOLS FOR CHRONICALLY ILL OR DISABLED CHILDREN IN ARIZONA

This booklet was prepared by staff at the
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and
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ARIZONA CENTER FOR LAW IN THE PUBLIC INTEREST

MEMORANDUM

TO: Arizona School Districts
Arizona Hospitals
Parents of Chronically Ill or Disabled Children
Who Need Homebound Services

FROM: Rose Daly-Rooney
Senior Staff Advocate
Arizona Center for Law
in the Public Interest
(602) 327-9547

Gary Denny
Pediatric Patient
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RE: Survey of Homebound Programs Offered by Public Schools for Chronically Ill or Disabled Children in Arizona

DATE: May 6, 1991

This project arose out of our experience working with chronically ill and disabled children who needed to receive educational services in the home. We found that the educational needs of many of these children were not being adequately met. There were wide differences among school districts in interpreting their legal responsibilities and responding to this group's needs.

The intentions in conducting this survey were (1) to determine the extent and nature of existing policies and programs for chronically ill or disabled children who need educational services in the home, (2) to generate information from school districts across the state to bring to light the strengths and weaknesses of existing homebound programs, and (3) to disseminate the results to schools and parents who can build on successful programs and work toward more effective policies and programs where needed.

We supplemented the survey results and data with a section that provides an overview of the educational rights of these children, program and policy recommendations, and a model policy.

We hope you find the information in this booklet helpful. If you have further questions, please do not hesitate to contact us.

RDR/GD/ylc

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I.

INTRODUCTION TO HOMEBOUND SURVEY

The advancements in our development as a moral and humanistic society have allowed us to provide care and treatment for almost all members of our society. "All members" of our society includes those least able to care for or treat themselves, our children. Most of all, children who are ill, especially those who are chronically ill, most often need society's help. This help is medical, psychological, and educational.

Through its legislative capabilities, society has mandated educational services for chronically-ill children. Who are these chronically-ill children? They are children with heart conditions, asthma, cystic fibrosis, cancer, diabetes, or sickle cell anemia. They are also children with hemophilia, epilepsy, lead poisoning, tuberculosis, and now AIDS. There are also many other diseases from which children suffer, which are less prevalent than these mentioned.

These children may have limited strength, vitality, or alertness. All of these diseases can adversely affect a child's educational performance. In the past children who were born with heart defects often had little chance for survival. Now, advances in treatment including heart transplants, new medications, and intensive rehabilitation have allowed many more of these children to survive. However, during their treatment they must spend extended periods of time hospitalized or isolated at home.

Children suffering from cystic fibrosis have a disease that progressively impairs their lungs' ability to utilize oxygen. Some cystic fibrosis patients require hospitalization a number of times each year to receive intensive therapy. The hospitalization can be three to four days, to two to three weeks. The struggle to live with a disease that is at this time eventually fatal, can then be compounded by extended hospital admissions.

Cancer is another disease too often striking in childhood. Leukemias (cancers of the blood), lymphomas (cancers of the lymphatic system), and brain tumors make up the majority of childhood cancers. There are over 100 different types of cancer. The recovery rate is now well in excess of 50%, however, the treatment can be a long and arduous ordeal. Initially, the parents of a child diagnosed as having cancer almost without exception find themselves in shock. There is no forewarning and no time for preparation. Flu-like symptoms can become prolonged until a cancer diagnosis is made. Just as with a motor vehicle accident resulting in a disability, there is no time to engage forethought.

No contingency plans are required to be in place for parents, in these situations, yet school districts are required by law to be

prepared to serve all children regardless of disabling condition. Some students lose too much valuable educational time while a policy is written, timelines established, teachers recruited, meetings held, and schedules coordinated. Lack of experience serving chronically-ill children does not excuse a district from its legal obligation.

We estimate that in Arizona there are 250 to 300 chronically-ill children homebound every day. The prevalence rate for diseases such as cardiac disorders is approximately 8 in 1,000, and for cystic fibrosis 1 in 1,600, and in the United States 2,500 new cases of leukemia will be diagnosed annually in children. The likelihood of a child with any chronic illness in any school district is very real. When one considers the rural character of much of the state, accidents attributable to the terrain and exacerbated by isolation add a number of children with acute illnesses to the homebound roles.

To avoid academic problems associated with a prolonged absence, school districts provide homebound teaching services. For a child experiencing chronic fatigue, pain, or even emotional problems resulting from their disease, the regular involvement of a teacher can have an extremely positive effect.

We conducted this survey to learn the extent and diversity of the homebound services provided to children in Arizona. We hope that the survey data, analysis, program and policy recommendations are useful to parents, educators, and the medical community.

II.

SURVEY METHODS

The first mailing of the surveys was sent to 214 school districts listed in the Arizona Department of Education List of Arizona Public School Districts (March, 1989). That mailing occurred in September, 1989 with a subsequent follow-up mailing in January, 1990. Transportation and administrative districts were excluded based on a reported 0 enrollment. The survey and a cover letter (see Appendix A) were addressed to the Administrator noted on the Department of Education's List.

Upon receipt, the responses were assigned to their respective counties. Each county was randomly assigned to one of the two primary researchers involved in the project. The responses to the surveys were interpreted, where necessary, and tabulated. A random sample was drawn from each researcher's assigned counties and interpreted and tabulated to determine interrater reliability (.92).

Statistical results were derived by discriminating districts by size (small, less than 2,000 students; medium, 2,000-10,000 students; large, more than 10,000 students), as reported by the districts within the survey. Questions 7, 10, and 12 of the survey were selected for additional statistical emphasis to provide a greater depth in interpreting the survey and understanding of the types of services offered to homebound students.

III.

SURVEY RESULTS

Outcome Data

Rate of Response to Survey by County	Percentage of Responding Districts Responding "Yes" to Currently Having a Home-Bound Policy	Range of Instructional Hours Offered Weekly	Percent of Dist Providing Related Services at Home
Apache Co. 73%	100%	4-30	
Small 63%	100%	4-30 (6/day)	80%
Medium 100%	100%	4-12	100%
Cochise Co. 62.5%	40%	4-15	
Small 59%	31%	4-6	46%
Medium 100%	100%	4-15	100%
Coconino Co. 71%	40%	3-4+	
Small 50%	0%	3-4+	33%
Medium 100%	100%	3	0%
Large 100%	100%	4	100%
Gila Co. 87.5%	50%	4-5	
Small 87.5%	50%	4-5	38%
Graham Co. 83.3%	60%	4-9	
Small 80%	50%	4-9	50%
Medium 100%	100%	5	100%
Greenlee Co. 60%	33%	4-10	
Small 60%	33%	4-10	33%
LaPaz Co. 83%	40%	4-4+	
Small 80%	25%	4	50%
Medium 100%	100%	4+	0%
Maricopa Co. 78.5%	65.9%	4-10	
Small 80%	43%	4-10	62%
Medium 76%	85%	4-6	77%
Large 77%	90%	4-5	80%
Mohave Co. 76.9%	30%	4-5	
Small 63%	40%	4	60%
Medium 100%	20%	4-5	40%

Rate of Response to Survey by County		Percentage of Responding Districts Responding "Yes" to Currently Having a Home-Bound Policy		Range of Instructional Hours Offered Weekly		Percent of Dist Providing Related Services at Home	
Navajo Co.	81.8%		66.7%		4-10		
Small	88%	57%		4-10		57%	
Medium		100%		4			
Pima Co.	80%		76.9%		2-5		
Small	89%	63%		2-5		38%	
Medium	67%	100%		4		100%	
Large	100%	100%		4		67%	
Pinal Co.	57.8%		63.6%		4-10		
Small	71%	60%		4-10		20%	
Medium	20%	100%				0%	
Santa Cruz Co.	83.3%		40%		4-8		
Small	80%	25%		4		25%	
Medium	100%	100%		6-8		100%	
Yavapai Co.	100%		27.7%		0-10		
Small	100%	13%		0-10		13%	
Medium	100%	100%		4		100%	
Yuma Co.	77.7%		57.1%		2-18		
Small	67%	50%		2-18		0%	
Medium	100%	67%		4		67%	
Arizona	76.6%		55.4%		0-30	51.8%	

SUMMARY AND ANALYSIS

Two hundred twenty-three districts were mailed the survey and 76.6% responded. Only one district (Tombstone) responded with a refusal to complete the survey. By counties the response rate ranged from a low of 60% in Greenlee County to 100% for Yavapai County. Within the responding districts 55.4% had policies covering homebound students. However, 17.5% of the districts responding submitted the Arizona School Board Association's (ASBA) paragraph on homebound instruction. This is highly inadequate as a policy meant to fulfill the needs of these students. It was the smaller school districts (less than 2,000 students) who were more likely to use the ASBA paragraph or to have stated they did not have a policy. Of the larger districts (more than 10,000) responding, those usually had a policy and a

homebound program in operation. This disparity would seemingly be based on the resources available concomitant with district size. Also, smaller districts experiencing a lower incidence of homebound students might not believe a policy is necessary.

Based on the survey responses, four hours of teaching is the duration most often cited. This being the minimum required by law it seemingly has become interpreted as the recommended or maximum duration of instruction. Some districts stated providing only three hours of instruction a week while one district reported providing six hours of instruction a day. At three to four hours of teaching a week, an elementary age student would learn more from watching Sesame Street than from what the teacher assigned to them. A high school student receiving four hours of instruction would probably only be able to master one subject rather than the general three to five subjects in which (s)he is enrolled.

The provision of related services to homebound students was reported by 51.8% of districts responding. As stated in Section IV, if a related service is included in the student's IEP then the student is entitled to that service while homebound.

Approximately half of the responding districts do not have a homebound policy. One might suspect that a majority of those districts not responding to the survey also do not have policies or programs. Policy formulation and program development in all districts statewide would help prepare Arizona to meet the unique needs of chronically ill and disabled children who are homebound.

IV.

APPLICABLE LAW RELATED TO DISABLED STUDENTS RECEIVING HOMEBOUND SERVICES

Overview

There are numerous federal statutes and regulations, administrative decisions from the United States Office for Civil Rights and United States Office for Special Education Programs, as well as state statutes, regulations, and monitoring bulletins from the Arizona Department of Education which affect the rights of handicapped students who are receiving homebound services. Below is an overview of those laws.

A. Federal Laws

1. The Individuals with Disabilities Education Act (formerly known as the Education for Handicapped Act)

The regulations implementing the Individuals with Disabilities Education Act indicate that the purpose of this Act is to ensure that all disabled children have available to them a free appropriate public education which includes special education and related services to meet their unique needs. See 34 C.F.R. §300.1(a). A free appropriate public education is further defined as special education and related services which are provided at public expense, under public supervision and direction, meet the standards of the state educational agency, include preschool, elementary school or secondary school education, and are provided in conformity with an individualized education program.

The requirement to provide a free appropriate public education which meets the aforementioned criteria applies to all disabled children regardless of whether they receive their services at school or in the home. Disabled children means those children who are evaluated as being "mentally retarded, hard of hearing, deaf, speech impaired, visually impaired, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf/blind, multiply handicapped, or as having specific learning disabilities, and who because of those impairments need special education and related services." 34 C.F.R §300.5 (a).

There are some children who because of a health impairment will qualify as a disabled child and require that educational services be provided in the home. One example may be a child who is not otherwise disabled but is diagnosed with cancer. Also, children who are already considered disabled may, on a temporary or permanent basis, need homebound services. One example may be a child who is multiply disabled with a physical and mental

disability as well as a seizure disorder, and the seizures are of such frequency and intensity that the child is unable to attend school.

The Individuals with Disabilities Education Act and its implementing regulations require that each school district ensure that a continuum of alternative placements is available to meet the needs of disabled children for special education and related services. Included in the alternative placements listed in the definition of special education in 34 C.F.R. §300.13 is home instruction. The regulations also require that the various alternative placements are available to the extent necessary to implement the individual education plan for each disabled child. 34 C.F.R. §300.552.

In every case the school district must ensure that each disabled child's placement is in the least restrictive environment in which the unique needs of that child can be met, based upon the child's individual education program. Because a placement in the home would be one of the more restrictive placements on the continuum, the multidisciplinary team must consider any potential harmful effect on the child or on the quality of services which (s)he needs if placed at home for instruction.

It is clear that all of the rights available to disabled students under the Individuals with Disabilities Education Act are equally applicable to students who receive their services at home as well as in the school. Therefore, the right to any necessary related services, the least restrictive environment, all necessary procedural safeguards, equal opportunity to nonacademic and extracurricular activities, and all the timelines for receiving a free appropriate education also apply to students who receive their special education in the home.

2. Section 504 of the Rehabilitation Act of 1973 and Its Implementing Regulations

The regulations implementing Section 504 of the Rehabilitation Act prohibit recipients of federal financial assistance from discriminating against a qualified handicapped individual on the basis of the handicap. For purposes of this Act, a handicapped person is defined as any person who: (1) has a physical or mental impairment which substantially limits one or more major life activities, (2) has a record of such impairment, or (3) is regarded as having such an impairment. 34 C.F.R. §104.3 (j). A physical or mental impairment means any physiological or any mental or psychological disorder. Major life activities means functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. 34 C.F.R. §104.2(ii).

Virtually all public schools receive federal financial

assistance. Therefore, a school district is prohibited from discriminating against qualified handicapped persons, including handicapped students that attend school or receive educational services at home. The type of discriminatory actions that are prohibited include: (1) excluding a handicapped person from a program or activity or service solely on the basis of their handicap; (2) denying a qualified handicapped person the opportunity to participate in or receive benefit from an aid, benefit or service; (3) providing a benefit or service that is not equal to that afforded others; (4) providing a qualified handicapped person with an aid, benefit or serve that is less effective than that provided to others; (5) providing different or separate benefits or services to handicapped persons unless that action is necessary to provide the person with an effective service; and (6) aiding or perpetuating discrimination against a qualified handicapped person by providing significant assistance to an agency that discriminates on the basis of handicap. 34 C.F.R. §104.4 (b).

The regulations go on to address the requirements in preschool, elementary, and secondary education. The regulations require that recipients of federal financial assistance that operate a public elementary or secondary education program must provide a free appropriate public education to each qualified handicapped person. This requires the district to provide a free appropriate public education to all handicapped persons who meet the definition described above, regardless of whether they are eligible for special education.

The definition of handicapped under Section 504 is broader than under the IDEA. There will be students who do not need special education, but because they are qualified as handicapped under Section 504 they will be entitled to an appropriate education and to be free from discriminatory action based on their handicap. Some of the students will need to be provided an appropriate program in the home.

Most likely the student on homebound who is not a special education student, is probably handicapped for purposes of Section 504. For students who are handicapped under Section 504 but who do not have an IEP, a written plan must be developed. Meeting the IEP requirements under the IDEA is one means of complying with the requirement under Section 504.

An appropriate education is the provision of regular or special education and related aids and services that are designed to meet individual educational needs of handicapped persons as adequately as the needs of non-handicapped persons are met. 34 C.F.R. §104.33(b). In addition to providing a free appropriate public education a school district must also ensure that handicapped persons are educated with non-handicapped persons to the maximum extent appropriate to meet their needs. Also, an equal

opportunity must be provided to participate in nonacademic services. Under Section 504 school districts are also required to conduct preplacement evaluations, meet certain evaluation and placement procedures, and establish and implement a system of procedural safeguards for parents of handicapped children.

The system of procedural safeguards must include notice, an opportunity for the parents or guardian of the handicapped person to examine relevant records, an impartial hearing with opportunity for participation by the parent or guardian and representation by counsel, and a review procedure. Implementing the procedural safeguards under the IDEA for all handicapped students is one means of complying with this requirement. A compliance officer must also be appointed to handle concerns about discrimination. Complaints of noncompliance with the regulations implementing Section 504 may be submitted to the United States Office for Civil Rights for investigation.

3. **Administrative Decisions**

There have been numerous letters of finding from the United States Office for Civil Rights (OCR) and the United States Office for Special Education Programs (OSEP) which further clarifies the rights of students who are receiving services at home. Below is a summary of some of the guidelines that have evolved from these decisions.

a. Individual needs of handicapped students must be met in the provision of the homebound service; therefore, arbitrary limits on the amount or type of service that can be provided at home would fail to comply with the IDEA and Section 504. OCR found that a Virginia school district violated Section 504 requirements when it based the number of instructional hours for a handicapped student receiving homebound instruction on the amount for which the state reimbursed school districts for providing homebound instruction. In that instance the number of instructional hours was limited to 10 hours per week. Greensville County School Board, EHLR 353:118 (OCR, 1988). In Arizona, school districts are reimbursed for providing homebound instruction at a minimum of four hours. OCR has found the arbitrary limitation of four hours per week by an Arizona school district to violate Section 504. See 17 EHLR 11 (OCR, 1990).

b. Instructional programs must not be an all or nothing program where students receiving home instruction are not permitted to attend any classes. Decisions regarding participation in the regular school setting must be made on an individual basis regarding each handicapped student. OCR found school districts' "all or nothing" approach to providing educational services to violate Section 504 because of a failure to consider the individual needs of handicapped

students placed at home. The "all or nothing" approach can best be described as providing students with educational services at home or at school, with no programs offering a mixture of experiences. The failure to consider opportunities for integration with non-handicapped peers once the homebound placement was made denied these handicapped students their rights. See Butler, EHLR 213:114 (OSERS, 1987).

In Eldon (Mo.) R. #1 School District, EHLR 352:144 (OCR, 1986), the district was found to have violated numerous regulations implementing Section 504 when it failed to implement or modify the portion of the student's IEP calling for weekly visits to school for socialization. In this instance the handicapped student stopped attending school on a weekly basis for socialization when the teacher did not have activities prepared for him, and the district was found to be in noncompliance for failing to monitor compliance with this portion of the IEP to determine if the IEP needed to be modified in any way in order to ensure implementation of the weekly visits.

c. Adequate and timely notice of nonacademic and extracurricular activities should be provided to the parents of handicapped students on homebound instruction to allow for participation as the handicapping condition permits. Examples of such events include but are not limited to yearbook pictures, field trips, and assemblies.

When OCR investigated an Arizona school's policies and procedures relating to nonacademic and extracurricular activities, it found that the district had failed to notify parents and students in homebound of these activities. This failure violated the requirement under Section 504 to provide an equal opportunity for handicapped students to participate in non-academic or extracurricular activities. See 17 EHLR 11, at 16 (OCR, 1990). In Eldon (Mo.) R. #1 School District, the school district was found to be in noncompliance because it did not provide notice to the parents of handicapped students about these extracurricular events in order to allow participation as the handicapping condition permitted.

d. Although the regulations implementing the Individuals with Disabilities Education Act and Section 504 make it clear that all handicapped children are entitled to receive any necessary related aids and services for a free appropriate public education, a decision from the Office for Special Education and Rehabilitation Services makes it clear that if a student needs related aids and services those services must be provided in a setting appropriate to implement the IEP. If that setting is the home, then those aids and services must be provided in the home. Butler, EHLR 213:114 (OSERS, 1987).

In School Administrative Unit, EHLR 352:604 (1988) a district was found to have failed to provide a free appropriate public education to a handicapped child when the "homebound" IEP did not include related services of the last valid IEP. This child was diagnosed with a speech and language disability and was offered speech and language services and counseling and guidance services. When she needed home instruction for a variety of medical needs, the school district excluded all related services from the IEP. The last valid IEP was considered as evidence by OCR of the needs of the student which should have been addressed in the IEP with home instruction.

In Eldon (Mo.) R. #1 School District, the school district was found to be in noncompliance with Section 504 when it failed to arrange for a handicapped child's use of language equipment and a necessary related aid in order to allow a student to take a computer course. The student was taking a computer class at home and needed a customized adaptive device to control and key in information through head movements. As a result of the complaint with OCR the district was required to arrange for the provision of all necessary equipment and adaptive devices at no cost to the parent.

e. Instruction must be provided by a qualified instructor. An instructor may be a certified teacher and not be qualified to teach a particular course or a particular student. In Eldon (Mo.) R. #1 School District, a teacher was certified in elementary education and held a Masters Degree but was deemed unqualified to teach a computer course because of the lack of background or experience to provide proper instruction in this subject.

B. Arizona Law

According to Arizona law homebound is not a handicapping condition. Prior to 1989 Arizona law included homebound as one category of a handicapping condition. However, homebound was deleted from the statute as a handicapping condition. Another handicapping condition, "other health impaired," was added to the statute. Other health impaired is defined as a child who has limited strength, vitality, or alertness due to chronic or acute health problems which adversely affect a pupil's educational performance. A.R.S. §15-761(12). According to an Arizona Department of Education Monitoring Bulletin on program requirements of other health impaired, homebound/hospitalized was deleted from the section on definitions of handicapped children because it was not a handicapping condition. Rather it describes a location where services may be provided to either handicapped or non-handicapped students. The definition of homebound/hospitalized now appears in the school finance section of the statutes at A.R.S. §15-901(b)(10).

The monitoring bulletin indicates that determination of eligibility for homebound/hospitalized is "in order for a student to be educated at home or in the hospital, a physician must certify that the student is unable to attend school for three consecutive school months due to illness or injury or that a medical condition is expected to result in the student's missing a cumulative total of three school months." (Monitoring Bulletin, p. 1, September 1989)[1]

The Arizona Department of Education Monitoring Bulletin indicates that four hours per week of instruction represents a minimum and not a maximum. If a handicapped student becomes homebound or hospitalized the amount of instruction to be provided must be determined through the IEP process, taking into consideration any limitations imposed by the physician. The bulletin goes on to indicate that the minimum allowed by law is four hours per week, however, this is not sufficient to qualify a student for Group B funding. The bulletin also confirms that if a homebound student needs related services those must be provided at home, with consideration given to any limitations imposed by the student's medical condition. Instruction must be provided by a certified special education teacher if the student qualifies for special education.

C. <u>Local Policy</u>

Governing boards of school districts also develop policies with respect to the provision of homebound services. However, these policies must not thwart the intent of federal statutory, regulatory or administrative law. Therefore, as a part of this project we would also like to recommend model policies for development of homebound services.

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[1]Arbitrary limitations or criteria on services are generally perceived as inconsistent with the requirements in the IDEA and Section 504 which both require the provision of services based on the unique needs of each handicapped student.

V.

RECOMMENDATIONS FOR POLICY DEVELOPMENT

A. If a district includes in their policies the definition of each handicapping condition we urge that the policy be revised, if not done so already, to include other health impaired, utilizing the definition contained in the Arizona statute. However, we urge you to consider omitting a requirement that the physician certify the student as needing homebound services because of an absence from school for three consecutive months or cumulative absences from school for three months from the definition. We recommend that the policy regarding eligibility for homebound services should be written with enough flexibility to evaluate the individual needs of each student.

It is conceivable that situations would arise in which a student would need homebound services even though they do not meet this eligibility criteria specified in the Arizona Department of Education Monitoring Bulletin. As a handicapped student if they require services at home in order to receive a free appropriate public education arbitrary guidelines should not restrict the provision of services in the home. Therefore we would specifically recommend language such as "will be unable to attend school for a period of time that would adversely impact their educational performance despite the use of other procedures available for chronically ill children."

B. We urge the adoption of a policy outlining the list of alternative placements that must be made available to implement the individual education plan of the student. Language as is contained in the federal statute is recommended.

> The school district shall provide a continuum of alternative placements as needed to meet the needs of handicapped children for the provision of special education and related services. The continuum of services that will be made available includes instruction in regular classes, special classes, special schools, instruction in home or hospitals and institutions, provision of supplementary services such as resource room or itinerant instruction as provided in conjunction with regular class placement.

C. A policy statement should be made that related aids and services will be provided in the setting that is appropriate to implement the IEP, including the home.

D. Another recommended policy statement is that an IEP will be designed based on the unique needs of each student who requires services to be received in the home. Decisions regarding

participation in regular education, amounts and types of related therapy services and aids, modifications of assignments and class requirements, will be made on an individual basis.

E. It is important that each school district have a policy about the qualifications of the instructor who is providing homebound services. Therefore we would recommend a policy statement that indicates that home instruction will be provided by a qualified instructor who is certified and knowledgeable about the particular course or handicapping condition of the particular student.

F. Once it has been determined by the team that home is the appropriate placement, placement of students should occur in the timelines established by Arizona regulations. A.C.R.R. R7-2-401(7) requires that once a multidisciplinary team determines the appropriate placement for a child, the child must be placed within 15 school days. Therefore, we urge adoption of a policy that indicates that children who the team determines need homebound placement will be provided those services no later than 15 school days from the date the placement is decided.

G. In order to ensure that handicapped children on homebound services are provided an equal opportunity to participate in nonacademic and extracurricular activities the district should have a policy and a corresponding procedure to ensure that written notices are sent to the parents of children on homebound services with information about upcoming nonacademic and extracurricular activities so that attendance can be arranged as possible.

H. A policy that ensures that homebound students will receive an equal opportunity to participate in these activities dictates that language be included in the policy about the district's commitment to assisting these students to attend extracurricular activities. For example, the policy should state that necessary transportation will be provided to offer a handicapped student an equal opportunity to participate in nonacademic or extracurricular events sponsored by the district.

VI.

MODEL HOMEBOUND POLICY

A. Homebound Services

Homebound services shall be provided to those students who are unable to attend school because of an impairment, illness, or injury for a period of time that would adversely impact their educational performance without home instruction. A request for homebound services may be initiated by a teacher, building or district administrator, parent, or a student. The student for which homebound services is being requested must be assessed in accordance with other applicable district policy and state and federal law to determine whether an evaluation for special education services is necessary. If the student is eligible for special education services, an IEP will be developed by the multidisciplinary team.

The IEP for a student being considered for placement in the home must include all of the components required by 34 C.F.R. 300.346 including:

- -statement of present level of educational performance,
- -annual goals and short term instruction objectives,
- -specific special education and related services,
- -objective criteria for determining the student's progress, and
- -the amount of time in regular education, and
- -any modifications necessary for participation in regular education[2]

If a student who is eligible for special education needs any special education or related services those services will be provided in the setting appropriate to implement the IEP, including the home. All educational decisions, including but not limited to, determinations about the specific amount of special education instruction (hours of homebound service), amount and type of related services, amount of time in regular education, and placement will be made by the multidisciplinary team on the basis of the individual needs of the students. Those decisions should take into consideration the recommendations of the physician.

If the student for whom homebound has been requested is not eligible for special education, but it is suspected that (s)he is unable to regularly attend school and needs home instruction

---

[2]The requirement to include necessary modifications is outlined in the U.S. Department of Education Policy Letter: IEP Requirements, EHLR 103.43 (1981).

because of a physical or mental impairment that significantly limits one or more major life activities, then an evaluation will be conducted by the school district. The evaluation will determine if (1) the student has a physical or mental impairment, (2) the impairment significantly limits at least one major life activity, such as learning, and (3) services and accommodations are necessary to enable the student to receive an appropriate program. The evaluation will meet the minimum requirements[3] proscribed by the regulations implementing Section 504 of the Rehabilitation Act.

For the student who is handicapped according to the above definition a written plan outlining the services and accommodations will be developed. The same components of an IEP will be included in the written plan for handicapped students who are homebound but not eligible for special education. All educational decisions, including amount of homebound instruction, will be made on the basis of the individual and unique needs of the handicapped student.

All handicapped students receiving educational services regardless of whether they are receiving special education at home will be provided an equal opportunity to participate in nonacademic and extracurricular activities as their non-handicapped peers. Notices of non-academic and extracurricular events will be sent to the home of students who are homebound. Notices will be provided regarding events, including but not limited to school pictures, field trips, class activities, clubs, meetings, assemblies, etc.

Instruction will be provided by personnel who are certified and qualified to teach the subject and who have knowledge of the handicapping condition. Any necessary related aids or equipment will be provided for the student's use to complete the necessary course requirements. Any necessary modifications, of the assignments, tests, and other course requirement, such as shortened assignments, oral tests, audio taped assignments, etc. will be made as appropriate to accommodate the student's disability.

B. **Procedural Safeguards**

Decisions related to evaluation, identification, placement, and provision of a free appropriate public education are subject to procedural safeguards required by the Individuals with Disabilities Education Act and regulations implementing Section 504 of the Rehabilitation Act.

We recommend district insert or make reference to their statement of the following parental rights:

---

[3]Those minimum requirements are contained in 34 C.F.R. 104.35.

Written Notice
Independent Educational Evaluation (IEE)
Review of Educational Records
Due Process Hearing
State Level Appeal

These same procedural safeguards can be extended to include students who are handicapped according to the definition of Section 504 or other procedural safeguards can be developed which comply with 34 C.F.R. 100.36.

VII.

RECOMMENDATIONS FOR HOMEBOUND PROGRAM DEVELOPMENT

1. Develop a comprehensive policy that allows the district to respond in a timely manner for the sake of the ill or injured student.

2. If a permanent program is not in place, recruit teachers at the beginning of the school year to serve as the homebound teaching staff. Negotiate compensation and job duties at that time.

3. Monitor closely the absences of students known to be chronically ill rather than letting them miss an inordinate amount of school without a referral for homebound services.

4. Appoint a staff member within the district to become familiar with "Assistive Technology" devices such as computers with modems, speaker phones, video taping, or FAX machines that could be used to supplement efforts of the homebound teacher. For example, the use of videotaping could be useful in keeping the student in contact with his/her peers. A homebound student could present a class project and view the class project of others via a videotape.

5. Obtain necessary releases and maintain regular contact with a student's health care provider to determine the student's needs.

6. Develop a system for keeping students and their families informed about extracurricular events, such as field trips, class pictures, and assemblies.

7. Train teaching staff on when and how to make necessary academic modifications in course work when required by a student's illness or disability, such as shortened assignments, oral tests or assignments, tape recorded assignments, etc.

8. Develop a procedure for loaning school equipment to a student at home. Equipment such as typewriters, computers, tape recorders, etc. may be necessary for the student to complete his/her assignments.

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Offices in Phoenix and Tucson

August 30, 1989

RE: Homebound Policies and Procedures

To Whom It May Concern:

The Arizona Center for Law in the Public Interest and University Medical Center in Tucson are attempting to determine the types and extent of educational services provided statewide through public school district homebound programs.

We are making a public records request to request a copy of your district's homebound policy pursuant to A.R.S. §39-121.01(D)(1). We are also asking your cooperation in completing and returning the enclosed survey. The information gathered will be used to provide districts with guidelines in policy development and implementation for homebound programs. It will be disseminated to each participating district to aid in administering these programs in compliance with the Education for Handicapped Act and §504 of the Rehabilitation Act. The results of the survey will also be used to assist hospital-based teachers to provide more comprehensive and valuable services to their students.

If you have questions regarding this survey, please contact Gary Denny at University Medical Center, 694-7786 or Rose Daly-Rooney at Arizona Center for Law in the Public Interest, 327-9547.

Thank you for your cooperation.

Sincerely,

Gary Denny
Podiatric Patient School Coordinator
University Medical Center

Rose Daly-Rooney
Staff Advocate
Arizona Center for Law in the Public Interest

GD/RDR/kal

(6.52)

BEST COPY AVAILABLE

Name of District:_____

County:_____ District #:_____

Title of Individual Administering Homebound Program:_____

_____

Name of Administrator:_____

Phone Number:_____

Size of District:

Number of Students:_____

Number of Teachers:_____

Number of School Sites:_____

Does the district have an established homebound program?_____

Are the district's special education services provided by another district or through a cooperative? _____

Name of that district or cooperative _____

How many teachers are permanently assigned to the homebound program?_____

In what specific areas are these teachers certified?_____

_____

If the district does not have teachers permanently assigned to a homebound program, how are they chosen/recruited?_____

_____

_____

How are these teachers compensated for this duty (comp time, flex time, overtime, or ?)? _____

_____

_____

How are a special education student's related services (i.e., speech, physical therapy, etc.) provided while she/he is homebound ?

_____

Approximately how many students are on homebound any one day?____

Does the district provide educational services for hospitalized students?_____

Approximately how long (days/weeks) is a student out of school before she/he receives homebound services?_____

Approximately how many hours of instruction does a homebound elementary student receive?_____

If a homebound student is in high school, how are his/her educational needs met?_____

_____

Approximately how many hours of instruction does a homebound high school student receive?_____

Does the district provide other instruction services (i.e., teleteaching) for chronically ill students?_____

What are the types and extent of these services?_____

_____

_____

KEY TO SURVEY QUESTIONS AND RESPONSES

1. Are the district's special education services provided by another district or through a cooperative? Y or N

2. How many teachers are permanently assigned to the homebound program #_____

3. Approximately how many students are on homebound any one day? #_____

4. In what specific areas are these teachers certified?

   A. Learning Disabled
   B. Physically Handicapped
   C. Mentally Handicapped
   D. Secondary Education
   E. Elementary Education
   F. Substitute
   G. Any area
   H. Other
   I. Varies
   J. Based on student need

5. If the district does not have teachers permanently assigned to a homebound program, how are they chosen/recruited?

   A. ask child's teacher
   B. volunteer/recruited from school or district
   C. new hire/part-time hire
   D. substitute
   E. recruited from special education or subject area based on student needs
   F. based on availability
   G. as need arises
   H. teacher assigned
   I. varies

6. How are these teachers compensated for this duty (comp time, flex time, overtime, or ?)?

   A. comp time
   B. flex time
   C. overtime
   D. hourly rate ($9-20)
   E. unspecified hourly rate
   F. extra duty pay/extra duty pay contract/contract
   G. substitute pay
   H. volunteer time
   I. per diem/stipends
   J. flat rate/pro-rata/salary
   K. varies

7. How are a special education student's related services (i.e., speech, physical therapy, etc.) provided while she/he is homebound?

   A. provided as required/needed
   B. decided by MDC/IEP process
   C. itinerant basis/at home
   D. by special education or qualified staff
   E. consultation between therapists/homebound teacher
   F. not provided
   G. never been requested
   H. no policy
   I. varies

8. Does the district provide educational services for hospitalized students? Y or N or

   A. Never been requested
   B. No, no hospital in district

9. Approximately how long (days/weeks) is a student out of school before she/he receives homebound services? #_____

10. Approximately how many hours of instruction does a homebound elementary student receive? #_____ or a. varies

11. If a homebound student is in high school, how are his/her educational needs met?

   A. same as elementary
   B. based on individual's needs
   C. follow graduation plan/develop plan for each subject/core subject
   D. tutoring by phone or visits
   E. homebound instruction by one or more teacher
   F. consultation with regular teacher
   G. correspondence courses
   H. assignment arrangements
   I. peer tutor
   J. never been requested

12. Approximately how many hours of instruction does a homebound high school student receive? #_____ or a. varies

13. Does the district provide other instruction services (i.e., teleteaching) for chronically ill students? Y or N

14. What are the types and extent of these services?

A. modified assignments/homework plan
B. implement chronic health policy
C. computer network
D. teleteaching
E. local cable TV program
F. home computers
G. videotapes/tapes
H. varies

N/R No response

N/A Not applicable

I/R Inapplicable response (response did not apply to survey question)

APACHE County

District name and number; administrator and phone number.	Reported enrollment / Number of Teachers.	Does the District have a Homebound Policy?	SURVEY QUESTIONS (SEE PAGES ___ FOR QUESTIONS AND KEYS TO RESPONSES)													
			1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.
Alpine Elem #7 Gale Colaric 339-4570	50/4 *23 more h/s	Y	N	0	0	N/A	A,E	no policy	A	Y	15	6/D	N/A	N/A	N	N/R
Concho Elem #6 Pamela Bennett 337-4267	170/13	Y	N	1	0	A,C, E	N/R	C,F	C,D G	Y, B	A	1/D primary grades 1/2/D interim grades	N/A	N/A	N	N/P
McNary Elem #23; Joel Tudoe 334-2293	76/5	I/R	N	0	0	E	A,E	C	C	y	I/R *	4/W	N/A	N/A	N	N/A
Red Mesa Unified #27 Dr. Jim Franklin 656-3511	850/60	Y	N	0	0	N/A	A	C	B,D	Y	2 wk.	6/W	D	6/W	N	N/A
Round Valley #10 Barbara Poth 333-2632	2000/125	Y	N	0	A	N/R	E	F	B	Y	B	B	B	B	Y	C
St. Johns Unified Earl Patterson 337-2255	1358/77	Y	N	0	1	N/R	C	C	C,D	Y	C	4/W	E	4/W	Y	N/R

*Upon request of parent

APACHE County

District name and number; administrator and phone number.	Reported enrollment / Number of Teachers.	Does the District have a Homebound Policy?	SURVEY QUESTIONS (SEE PAGES ____ FOR QUESTIONS AND KEYS TO RESPONSES)													
			1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14
Window Rock Martha Cuy 729-5704	3200/1[illegible]0	Y	N	1	1-4	F	N/F	F	A,C	Y	N/R	2x / W,B	E,F	2x / W,B	N	N/R
Chinle Unified	4127/235	Y	N	A	1	J	B,F	G	F	Y	1 wk	4-8/ W	E,F	4-12/ W	N	N/A
Ganado U.S.D. Ray Turner 755-3436	1800/130	Y	A	0	0	N/A	E	K	I	Y	N/R	B	B	B	N/A	N/A

COCHISE County

District name and number; administrator and phone number.	Reported enrollment / Number of Teachers.	Does the District have a Homebound Policy?	SURVEY QUESTIONS (SEE PAGES ___ FOR QUESTIONS AND KEYS TO RESPONSES)												
			1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.
Ash Creek Elementary #53 Jack Wilson 824-3340	47/5	N	N	0	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N	N/R
Benson Elementary #9 Karen Newman 586-9445	1150+/69	Y	N	0	0	D,F	D,E	G	I/R B	B	C	A/W	C,E F	A/W	Y	I/R
Bisbee Unified #2 Robert Welton 432-5381	1450/83	Y	N	A	2	D,F	I/R	F	C	Y	1 wk	6/w	F	6/W	N	N/R
Bowie Unified #14 Bruce Brown 847-2544	114/13	N	A	0	0	N/R	H,I	A,H	B,I	Y	2 wks	B	B	B	N	N/R
Douglas Unified #27 Jesus Greer 364-4416	4300/268	Y	N	A	4	G,I	B	D	C	Y	1 wk	10-15/ W	E,F	10-15/ W	N	N/R
Cochise Elementary #26 Michael Thompson 384-2540	N/R	N	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/P

Cochise County

District name and number; administrator and phone number.	Reported enrollment / Number of Teachers.	Does the District have a Homebound Policy?	SURVEY QUESTIONS (SEE PAGES ___ FOR QUESTIONS AND KEYS TO RESPONSES)													
			1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.
Elfrida Elementary #12 Betty Nitka 642-3429	195/11	N	Y	0	0	N/A	B,C	F	C	Y	B	A/W	N/A	N/A	Y	A
McNeal Elementary #55 Carole Breckenridge 642-3356	38/3	N	A	0	N/A	E	F	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Palominas Elementary #49 Gene Brust 458-8410 Shirley Loiselle 366-5441	540/30	N	N	N/A	N/A	N/P	D,G	G	A	Y	B	N/R	N/A	N/A	N	N/R
Pearce Elementary #22 David Fraser 826-3328	180/11	N	N	0	0	N/P	N/R	A	N/P	Y	N/R	N/R	N/A	N/A	y	A,B
Pererene Elementary #64 Stephen Webb 586-7008	110/6	N	N	0	N/R	N/A	N/A	N/A	N/A	Y	N/P	N/R	N/A	N/A	Y	N/R

Cochise County

District name and number; administrator and phone number.	Reported enrollment / Number of Teachers.	Does the District have a Homebound Policy?	SURVEY QUESTIONS (SEE PAGES ___ FOR QUESTIONS AND KEYS TO RESPONSES)													
			1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.
Sierra Vista Unified #68 W.L. Roach 458-4391	6332/387	Y	N	0	3	N/R	C	E,D	B	Y	B/ 3 wks	4-10/ W	E,F	6-10/ W	N	I/R
Tombstone Unified #1 Joyce Morris 457-2215			Refused to Respond to Survey													
Valley Union h.S. #22 Dale Mortenson 642-3492	170/11	N	A	0	0	N/R	G	C	C,D	Y	1 wk	N/A	E,E	5+ W	N	N/R
Willcox Unified #13 Lenora Setterstedt-Jarrett 384-4211	1396/86	Y	N	0	1	N/R	A,B	D	C	Y	1 wk C	4/W	E	4/W	N	N/R

Coconino County

District name and number; administrator and phone number.	Reported enrollment / Number of Teachers.	Does the District have a Homebound Policy?	SURVEY QUESTIONS (SEE PAGES ___ FOR QUESTIONS AND KEYS TO RESPONSES)													
			1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.
Flagstaff Unified #1 Kevin Brown 527-6170	11,418/754	Y	N	1	0-10	F D H	N/A	J.	C,D	Y	B	A/ W	B	4/ W	Y	B
Fredonia-Moccasin Unified #6 Charles Eberhard 643-7333	475/27	N	A	0	0	N/A	I	K	I	N	B	A	B	A	N	N/R
Grand Canyon Unified #4 Shanna Henry 638-2461	168/20	N	N	0	1	N/R	D	G	C,D	B	1 wk+	3/ W	F	A+/ W	N	N/R
Page Unified #8 Rebecca Makuch 645-8801 Ext. 140	3485/176	Y	N	A	1	H	E	F	D	y	2 wk	3/ W	H	3/ W	N	N/R
Williams Unified #2 Sherron Hadlock 635-4428	643/41	N	N	0	0	N/A	B,D	F,G	D	Y	A	4/ W	D	4/ W	N	N/R

Graham County

District name and number; administrator and phone number.	Reported enrollment / Number of Teachers.	Does the District have a Homebound Policy?	SURVEY QUESTIONS (SEE PAGES ___ FOR QUESTIONS AND KEYS TO RESPONSES)													
			1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.
Fort Thomas Unified #7 Jerry Hancock 485-2427	445/34	Y	A	0	0	F,H	F	A	D	Y	1 wk	3-5/W	E,D	3-5/W	N	N/R
Pima Unified #6 Stan Smith 485-2421	675/35	N	N	0	0	N/R	E	C,F	A	Y	B	4/w	C	A	N	N/R
Safford Unified #1 John Sinclair 428-2950	2600/130	Y	A	0	1	N/R	F	F	B	Y	2 wk	5/w	E,F	5/W	N	N/R
Solomonville Elementary #5 Joyce Audilett 428-0477	216/12	N/R	N	N/R	0	E	E	H	D	Y	1 wk	9/W	N/A	N/A	N	N/R
Thatcher Unified #4 Glenn Woods 428-0510	1400/65	Y	A	0	1	N/R	B	C	*	N	30 days	5/W	A	5/W	N	N/R

*Regular teacher serving that area of special education.

Gila County

District name and number; administrator and phone number.	Reported enrollment / Number of Teachers.	Does the District have a Homebound Policy?	SURVEY QUESTIONS (SEE PAGES ___ FOR QUESTIONS AND KEYS TO RESPONSES)													
			1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.
Globe Unified #1 Carlos Salas 425-3211 Ext. 200	1995/129	Y	N	2	1-2	A,C D,E H	B,E	D	B	Y	B,C	4/ W	A	4/ W	Y	H
Hayden-Winkleman Unified #41 Jack Rostal 356-7876	550/33	Y	N	0	0	N/R	E	C	D	N	C	5/ W	F	5/ W	Y	H
Miami Unified #40 Jean Willard 425-3271	1860/100	Y	A	0	N/R	N/R	B,D, E,F	D	F	N/R	B	4/W	F	4/W	Y	H
Payson Unified #10 Russ Kinzer 474-2070	1860/111	Y	N	0	0	I	F	D	N/R	Y	15 days	4/W	I/P	4/W	Y	H
Pine Elementary #12 Kathy Botian 476-3283	260/17	N	A	0	0	N/R	N/A	N/R	N/R	Y	N/R	N/R	N/A	N/A	N/R	N/R
San Carlos Unified #20 Donna Boe 475-2315	1015/63	N	N	0	0	A	F	C	G	N	B	4/W	N/A	N/A	N	N/R

Gila County

District name and number; administrator and phone number.	Reported enrollment / Number of Teachers.	Does the District have a Homebound Policy?	SURVEY QUESTIONS (SEE PAGES ___ FOR QUESTIONS AND KEYS TO RESPONSES)													
			1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.
Tonto Basin Elementary #33 479-2277	55/4	N	Y	0	0	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/A	N/A	N/R	N/R

Greenlee County

District name and number; administrator and phone number.	Reported enrollment / Number of Teachers.	Does the District have a Homebound Policy?	SURVEY QUESTIONS (SEE PAGES ____ FOR QUESTIONS AND KEYS TO RESPONSES)													
			1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.
Clifton Unified #3 Luis Montoya 865-2752	470/35	N	N	0	0	H	B	C	C,D	B	1-2 wk C	N/R	E,F	4-6/ W	N	N/R
Eagle Elem #45 James Hazzard No phone	13/1	N	N	0	0	N/R	N/R	N/R	N/R	N	N/R	N/R	N/A	N/A	N/R	N/R
Morenci Unified S.D.	N/R Copy of Policy Only	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R

La Paz County

District name and number; administrator and phone number.	Reported enrollment / Number of Teachers.	Does the District have a Homebound Policy?	SURVEY QUESTIONS (SEE PAGES ___ FOR QUESTIONS AND KEYS TO RESPONSES)													
			1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.
Bicentennial U.H.S. #76 Richard Imhoff 859-3453	125/12	N	N	0	0	N/R	E	K	N/R	Y	N/R	N/A	N/R	N/R	N	N/R
Bouse Elem #26 Alan Crossland 851-2213	35/3	N	A	0	0	N/R	N/R	N/R	N/R	N	N/P	N/R	N/A	N/A	N	N/R
Colorado City Unified #14 Alvin Barlow 875-2288	990/54	Y	N	0	A	N/R	B	F	C,D	N	A	4/W	A	4/W	N	N/R
Parker Unified #27 Jerry Socha 669-2431	2150/100+	Y	N	0	A	H	B	F	I/R	y	90 days C	N/R	D	4+/ W	Y	I/R
Wenden Elem #19 Ralph Tillapaugh 859-3807	95-100/8	N	A	0	0	N/R	A	B	C,D	Y	B	N/R	N/A	N/A	N	N/R

Maricopa County

District name and number; administrator and phone number.	Reported enrollment / Number of Teachers.	Does the District have a Homebound Policy?	SURVEY QUESTIONS (SEE PAGES ___ FOR QUESTIONS AND KEYS TO RESPONSES)													
			1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.
Aguila Elem #63 Jaime C. Vest 685-2222	125/8	N	N	0	0	N/R	E	N/R	N/R	N/R	N/A	N/R	N/R	N/R	N/R	N/R
Alhambra Elem. #68 James Rile 246-5110	7800/425	Y	N	0	2	E	B	E	I/R	Y	A,C	4/W	N/A	N/A	N	N/R
Avondale Elem. #44 Douglas Delbarto, Superintendent 932-0840	N/R	Y	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R
Balsz Elem #31 Janet Glass 275-4457	2000/114	Y	N	1	1	A,B, C,H	N/A	N/A	A	Y	B,C	5/W	N/A	N/A	N	N/R
Buckeye Elem #33 Jim Stephens 386-4487	1100/50	N	N	0	0-1	N/R	B	C	A	Y	B	4+/ W	N/A	N/A	Y	H
Buckeye Union H.S. #201 Tim Frey 386-4423	808/44	Y	N	0	0-1	I	E,F	E	G	Y	0-90 Days	N/A	E,F	4/W	N	N/R

Maricopa County

District name and number; administrator and phone number.	Reported enrollment / Number of Teachers.	Does the District have a Homebound Policy?	SURVEY QUESTIONS (SEE PAGES ___ FOR QUESTIONS AND KEYS TO RESPONSES)												
			1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.
Cartwright Elem #83 Nick Gepton 846-2800	14000/700	Y	N	1	3	E	A,B	E	D	Y	5 Days	4/W	N/A	N/A	N	N/R
Cave Creek Unified #93 Curtis Anderson 488-2620	1600/85	N	N	0	2	I	E	I	A	Y	2 wks	5/W	C	5-10/W	N	N/R
Chandler Unified #80 Ralph McBride 786-7000	10500/N/R	N	N	0	4	E,J	A,B, D	D	G	Y	C 2-3 days	4/W	D	4/W	Y	D
Creighton Elem #14 Sharon Rosenthal 381-6034	N/R	Y	N	2	5	B,E	N/A	N/A	A,I	Y	90 days	4/W	N/A	N/A	N	N/R
Deer Valley Unified #97 Joanne Martin 581-7730	15400/1+	Y * See below	N	1	7	A	E	F	B,E	Y	60 days	4 W	D,E	4+/W	4	D
Dysart Unified #89 Barbara Newman 977-7281 x208	3900/223	Y	N	0	1-3	J	G	J	A,C	Y	3 days	4/W	F	4-10/W	N	N/R

* The responses on the survey are not reflective of homebound special education placements made as an IEP placement decision by the MDC Team. The chronically ill program is administered by the individual principals at the respective schools.

Maricopa County

District name and number; administrator and phone number.	Reported enrollment / Number of Teachers.	Does the District have a Homebound Policy?	SURVEY QUESTIONS (SEE PAGES ___ FOR QUESTIONS AND KEYS TO RESPONSES)													
			1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.
Fountain Hills Unified #98 Walt Dunne 837-0690	999/45	N	N	0	0-2	E	B	E	C	Y	5 wks	11/W	N/A	N/A	N	N/R
Fowler Elem #45 Jack Null 257-3279	N/R	Y	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R
Gila Bend Unified #24 N/R	640/40	N	Y	0	0	I/R	G	A	C	Y	10	10/W	N/R	N/R	N	N/R
Glendale Elem #40 Patricia Marian 842-8140	8748/450	Y	N	1	8	E	E	E	C,D	Y	B	4/W	N/A	N/A	N	N/R
Glendale Union H.S. #205 Dean Peterson Dave Roels 842-1251	13000/650	Y	N	2	8A	D	B	F	A,B	Y	C 3 mo	4/W	F	4/W	Y	B
Higley Elem #60 Larry Likes 988-2571	200/11	N	Y	0	0	N/R	E	J	I/R	Y	1 wk	10/W	N/A	N/A	N	N/R

Maricopa County

District name and number; administrator and phone number.	Reported enrollment / Number of Teachers.	Does the District have a Homebound Policy?	SURVEY QUESTIONS (SEE PAGES ___ FOR QUESTIONS AND KEYS TO RESPONSES)													
			1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14
Isaac Elem #5 Herman Moya 484-4700	5704/262	Y	N	7	7	D,E, J	B	C	A,B	Y	A	4/W	N/A	N/A	N	N/R
Kyrene Elem #28 David Lutkemeier 496-4681	9500/N/R	N	N	0	0	I	N/R	N/R	N/R	N/R	N/R	N/R	N/A	N/A	N/R	N/R
Laveen Elem #59 Robert Shaw 257-4972	1814/95+	Y	N	0	1	N/R	B	D	H	Y	B	4+/ W	N/A	N/A	N	N/R
Liberty Elem #25 Janet Burton 935-3912	803/47	Y	N	0	0	J	B	C,J	C	I/R 0	B	A	N/A	N/A	N	N/R
Litchfield Elem #79 Thomas Meck 257-3001	1430/72	Y	N	0	0	N/R	B	E	A	Y	45 days *	A *	N/A	N/A	Y	N/R
Littleton Elem #65 Myrtle Gutierrez 936-3333	1298/78	Y	N	0	1	N/R	A,B	C	G,D	Y	1 wk	5/W	N/A	N/A	N	N/R

* Chronic Health Problems Policy

Maricopa County

District name and number; administrator and phone number.	Reported enrollment / Number of Teachers.	Does the District have a Homebound Policy?	SURVEY QUESTIONS (SEE PAGES ___ FOR QUESTIONS AND KEYS TO RESPONSES)													
			1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.
Mesa Unified #4 John Bryant 890-7501	62000/3110	Y	N	3	20+	D,E	E	D	D	Y	B 1+	4/W	C	4/W	Y	E
Madison Elem #38 Bill Rabe 264-5951	3700/N/R	Y	N	0	0-2	I	E	F	B,C	N/R	B	4/W	N/A	N/A	N/R	N/R
Mobile Elem #22 Jerry Begalman 256-9633	22/2	N	Y	N/R	0	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/A	N/A	N/R	N/R
Morristown Elem #75 Lucille Thompson 388-2296	80/5	Y	N	0	0	H	E	B	A	Y	A	4/W	N/A	N/A	N	N/R
Murphy Elem #21 Craig Carter 484-4063	2400/130	N	A	1	0-2	I	B,C	D	B	Y	2-3 wks	4/W	N/A	N/A	Y	N/R
Nadaburg Elem #81 Diane Bass 252-0529	400/25	N	Y	0	N/A	A,C,E	C	A,C	C	N/R	B	A	N/A	N/A	N	N/R

Maricopa County

District name and number; administrator and phone number.	Reported enrollment / Number of Teachers.	Does the District have a Homebound Policy?	SURVEY QUESTIONS (SEE PAGES ___ FOR QUESTIONS AND KEYS TO RESPONSES)												
			1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.
Osborn Elem #8 234-3366	2936/120	Y	N	0	A	N/R	B,D	E	D	Y	3 mo.	4/W	N/A	N/A	N	N/R
Palo Verde Elem #49 Barbara Henderson 386-4471	N/R	N	Y	0	0	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/A	N/A	N/R	N/R
Paloma Elem #94 256-2428	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R
Paradise Valley Unified #69 Laura Bistrow 867-5115	24872/1482	Y	N	0	12	N/R	B	D	A,D	Y	B	4/W	E	4/W	N	N/R
Pendergast Elem #92 Jane Matthis 872-8484	3800/208	Y	N	1	2	E,A,C	N/R	E	D	Y	1-2 wks	4/W	N/A	N/A	N	N/R
Peoria Unified #11 Nina Arias Nelson 878-5564	20000/ 1121	Y	N	0	5	D,E,H	B,C	E	D	Y	1-5 wks	4/W	C	4/W	N	N/R

Maricopa County

District name and number; administrator and phone number.	Reported enrollment / Number of Teachers.	Does the District have a Homebound Policy?	SURVEY QUESTIONS (SEE PAGES ___ FOR QUESTIONS AND KEYS TO RESPONSES)													
			1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.
Phoenix Elem #1 Nancy Delecki 257-3805	7300/400	Y	N	1	4	E	N/A	N/A	C	Y	10-15 days	4-6/W	N/A	N/A	Y	F
Queen Creek Unified #95 Kathryn Coe 987-9600	750/50	Y	A	0	0	N/R	B	A	A,D	Y	10 days	B	B	B	N	N/R
Riverside Elem #2 Frank Komadina 272-1339	180/11	N	N	0	0	N/R	A	F	I	Y	N/R	N/R	N/A	N/A	N	N/R
Scottsdale Unified #48 Shirley Yount 952-6291	19580/1190	Y	N	0	30-35	D,E,H	N/R	E	D	Y	1 wk	5/W	E	4+/W	N/R	G
Tempe Elem #3 Connie Thomas 839-7157	12357/516	Y	N	0	N/R	F,H	B,C	E	B	Y	C 5-7 days	4/W	N/A	N/A	Y	N/R
Tolleson Union H.S. #214 Sue Oliver 936-1276 x139	2305/118	Y	N	0	3	D,H	I	D	A,C,D	Y	7-10 days	N/A	E,F	4-6/W	N	N/R

Maricopa County

District name and number; administrator and phone number.	Reported enrollment / Number of Teachers.	Does the District have a Homebound Policy?	SURVEY QUESTIONS (SEE PAGES ___ FOR QUESTIONS AND KEYS TO RESPONSES)													
			1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14
Washington Elem #6 Don Horner 864-2643	22000/10 *	Y	N	10	15	E,H	B	E	A	Y	B	4/W	N/A	N/A	N	N/R
Wickenburg Unified #9 Archy Hamm 684-7808	1200/68	Y	N	0	0	N/R	D,B	G	A	Y	0-10	4/W	E	4/W	N	N/R

Mohave County

District name and number; administrator and phone number.	Reported enrollment / Number of Teachers.	Does the District have a Homebound Policy?	SURVEY QUESTIONS (SEE PAGES ___ FOR QUESTIONS AND KEYS TO RESPONSES)													
			1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.
Bullhead City Elem F.Rutowski 758-6606	2032/104	N	N	0	0	N/A	B	E	C,D	Y	B	4/W	N/A	N/A	N	N/A
Hackberry Elem No Name 769-2325	30/1	N	Y	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/P	N/R
Kingman Elem. #4 Mimi Kennedy 753-5678	4000/210	Y	N	0	0-1	N/A	A,B	F,G	B	Y	2/Wk	4/W	N/A	N/A	N	N/A
Lake Havasu #1 Clayton Illian 885-1160	3638/203	Y	N	A	0	D,E	A,B,D	F	C,D	Y	C	4/W	E	5/W	N	N/A
Littlefield Elem Dist. 9 B.Norton 347-5796	60/4	N	Virgin Valley Y	0	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mohave Union H.S. #30 Lee Limeburger 753-6216	1400/ N/R	Y	N	0	0-4	N/R	B,C, G	F	B	Y	N/R	N/A	F * *(Related Services)	4/W	Y	A

Mohave County

District name and number; administrator and phone number.	Reported enrollment / Number of Teachers.	Does the District have a Homebound Policy?	SURVEY QUESTIONS (SEE PAGES ___ FOR QUESTIONS AND KEYS TO RESPONSES)													
			1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.
Mohave Valley #16 Emmett Brown 768-4538	1150/60	N	N	0	0	N/A	B	E	C	N	6 wks-h/b 10d/c/i	B	N/A	N/A	Y	A
Peach Springs #8 Michael Reed 769-2202	213/16	Y	N	0	0	N/A	G	K	B	Y	N/R	N/R	N/A	N/A	N/R	N/R
Valentine Elem #22 Ronnie McPherson 769-2407	59/3	N	Y Kingman	N/A	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/R
Yucca Elem. #13 D.Montgomery 766-2581	19/1	N	N	0	0	N/A	N/A	N/A	N/A	N	N/A	N/A	N/A	N/A	N	N/A

Navajo County

District name and number; administrator and phone number.	Reported enrollment / Number of Teachers.	Does the District have a Homebound Policy?	SURVEY QUESTIONS (SEE PAGES ___ FOR QUESTIONS AND KEYS TO RESPONSES)												
			1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.
Blue Ridge Unified Gordon Meredith 368-6126	1720/100	N	N	0	0-1	N/A	D	E	G	B	1-2 wks	4/W	E	4/W	N	N/A
Cedar Unified Martin Green 738-2334	600/33	Y	A	0	0	N/R	N/R	N/A	N/A	Y	5 days	8/W	N/A	N/A	N/A	N/R
Heber-Overgard Unified Larry Brewer 535-4667	400/31	Y	A	0	0	N/A	B	F	G	N	A	1/D	A	1/D	N	N/A
Holbrook Unified Frank Turley/ Jerry Wilde	1800/110	Y	N/R	0	1	G	I	G	B	Y	B	6/W	B	6/W	N	N/R
Kayenta Unified Dr.Joseph Martin 697-3251	2400/165	Y	N	0	2	I	D	G	I,* A (transp to school)	N	C	4/W	B	4/W	N	N/A
Pinon Unified Laura Tsosie 725-3381	898/45	N	N	0	1	N/A	E	G	C,D	N	1 wk	2/D or 6/W	N/A	N/A	N/A	N/A

Navajo County

District name and number; administrator and phone number.	Reported enrollment / Number of Teachers.	Does the District have a Homebound Policy?	SURVEY QUESTIONS (SEE PAGES ____ FOR QUESTIONS AND KEYS TO RESPONSES)												
			1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.
Show Low Unified S.D. Stan Bingham 537-1246	1930/125	N	N	0	N/R	I/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R
Snowflake Unified S.D. Monty Harris 536-4156	2465/NR	Y	N	0	1	J	A	I/R	G	Y	30 D	4/W	E,F	4/W	N	N/R
Whiteriver Unified S.D. Barbara Nelson 338-4844	1850/110	Y	N	0	1	H	B	A	D	Y	2 wks	4/W	E,F	4/W	N	N/A

Pima County

District name and number; administrator and phone number.	Reported enrollment / Number of Teachers.	Does the District have a Homebound Policy?	SURVEY QUESTIONS (SEE PAGES ____ FOR QUESTIONS AND KEYS TO RESPONSES)													
			1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.
Ajo Unified S.D. Jim Powell 387-5618	600/44	Y	N	0	0	N/R	I	N/R	C	B	B	2 hrs	H	B	N	N/R
Altar Valley Elem S.D. Dr. Jerry Bergmans	536/32	Y	N	0	0	N/R	B,D	E	D	Y	N/R	N/R	N/A	N/A	N/R	N/R
Amphitheater Unified S.D. Leila Johnson 742-8082	13200/740	Y	N	0	3-4	N/R	A,H	F	C,D	Y	B	4/W	E	4/W	N	N/R
Continental S.D. Jerry McEuen 625-4581	182/11	N	Y So AZ Spec Ed Coop	0	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Flowing Wells S.D. No name 887-1100	5035/273	Y	N	1	3-5	G	A,B, H	K	C,D	Y	14	I/R	E	1 wk per subj	N	N/A
Indian Oasis Rick Lucero 623-1031	1125/87	N	N	0	0	N/R	E,F	E	C,D, E	Y	B	3-4/ W	E,F	3-5/ W	N	N/R
Marana Unified Karen Santa Maria 623-8431	7200/300	Y	N	0	1	N/R	B,D	E	B	Y	B	B, 4/wk Reg Educ	B	B	Y	H

Pima County

District name and number; administrator and phone number.	Reported enrollment / Number of Teachers.	Does the District have a Homebound Policy?	SURVEY QUESTIONS (SEE PAGES ___ FOR QUESTIONS AND KEYS TO RESPONSES)													
			1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.
Sahuarita Unified S.D. Edward Moore 791-2836/ 625-3502	1625/105	Y	N	0	0	N/R	F	J	D	N	B	4/W	A	4/W	Y	N/R
SanFernando S.D. Mark Dresang 823-4243	9/1	Y	N	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R
Sunnyside S.D. Carol Roos 741-2558	14000/760	Y	N/A	0	18	N/A	C	E	C	Y	1-2 wks	4/W	A	4/W	N	N/R
Tanque Verde Unified Sam Fedell 749-3141	1229/79	Y	N	0	0-1	N/A	B	F	G	Y	N/R	4/W	N/A	A	N	N/A
Tucson Unified S.D. Gail Bornfield 882-1513	N/R Policy Provided	Y	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R
Vail S.D. #20 Calvin Baker 623-1291	520/31	N	So AZ Spec Ed Coop A	0	0	N/A	E,F	A,E	I	Y	B	45 min/D	N/A	N/A	N	N/R

Pinal County

District name and number; administrator and phone number.	Reported enrollment / Number of Teachers.	Does the District have a Homebound Policy?	SURVEY QUESTIONS (SEE PAGES ___ FOR QUESTIONS AND KEYS TO RESPONSES)													
			1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.
J.D. Combs #44 Copy of Policy Provided	N/R	Y	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R
Florence Unified A. Horsman 868-4092	1000/60	Y	A	0	0	N/R	E	E	H	N/R	C	4/W	N/R	N/R	N/R	N/A
Mammoth-San Manuel Thomas McAndrews 385-2335	N/R Copy of Policy Only	Y	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R
Oracle Flem. S.D. Jack Harmon 896-2550	525/35	N	N	0	0	N/A	D,E	E	D	Y	B	B	N/A	N/A	N	N/A
Red Rock S.D. Frank Klell 682-3331	70/5	Y	A	0	0	N/A	G	I	I/R	Y	10 D	2/D	N/A	N/R	N	N/R
Santa Cruz Valley U.S.D. John Beamer 466-7391	450/30	Y	A Mary C. O'Brien	0	0	J	B,H	E	A	N	C	5-10/ W	E	5-10 W	N	N/A
Ray Unified R.W.Chastain 363-5515	1050/62	Y	A	0	0	N/R	E	C	G	A	B	B	E,F	B	N	N/A

Pinal County

District name and number; administrator and phone number.	Reported enrollment / Number of Teachers.	Does the District have a Homebound Policy?	SURVEY QUESTIONS (SEE PAGES ____ FOR QUESTIONS AND KEYS TO RESPONSES)													
			1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.
Sacaton Elem. S.D. Jacob Garcia 963-2911	800/45	Y	A Maricopa County Accomod. School	0	0	N/A	A,D	E	D	Y	7	4/W	N/A	N/A	N	D
Stanfield Elem S.D.	Policy Only	Y	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R
Superior	N/R Policy Only	Y	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R
Toltec Elem S.D. R. Deputy 466-7808	450/30	N	A	0	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Santa Cruz County

District name and number; administrator and phone number.	Reported enrollment / Number of Teachers.	Does the District have a Homebound Policy?	SURVEY QUESTIONS (SEE PAGES ___ FOR QUESTIONS AND KEYS TO RESPONSES)													
			1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.
Nogales Unified S.D. Jeanne Molero 287-4977	5800/260	Y	N	1	3-5	G,F	N/R	G	G	Y	2-3/ D	6-8/ W	E,F	6-8/ W	N	N/R
Patagonia Union H/S Dennis Adams 364-2202	164/13	N	N	0	0	N/R	C	J	D	Y	A	N/A	G	4/W	Y	N/R
Santa Cruz Elem. S.D. Lel Newlon 287-8758	104/8	N	N	N/R	0	N/R	E	F	N/R	N/A	C	N/A	N/A	N/A	N/A	N/A
Santa Cruz Valley Unified S.D. William Horne 281-8282	875/64	Y	N	0	0	N/R	D	I	G,B	Y	C	B	N/A	N/A	N	N/R
Sonoita Elem #25 Barry Levitt 455-5514	85/7	N	A	0	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Yavapai County

District name and number; administrator and phone number.	Reported enrollment / Number of Teachers.	Does the District have a Homebound Policy?	SURVEY QUESTIONS (SEE PAGES ___ FOR QUESTIONS AND KEYS TO RESPONSES)												
			1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.
Ash Fork Unified S.C. K.B. Tindall 637-2561	180/21	N	N	N/A	0	N/A	N/A	N/A	N/A	A	N/A	N/A	N/A	N/A	N/A	N/A
Bagdad Unified S.D. S.C. Krell 633-4101	590/40	N/R	N	0	0	N/A	E,G	K	C,D G	A	C	2-4/ W	D,I	2-4/ W	N	G
Beaver Creek Elem. S.D. Judy McBride 567-4631	200/12	N/R	Y	0	0	N/R	B,D	F	I	Y	A	A	E,F	A	N	N/R
Camp Verde Unified S.D. Charles Garrett,Jr. 567-6601	400/25	Y	N	0	8-10/ yr	N/R	D	E	D	Y	B	8-10/ W	E,F	N/R	N	N/R
Canon Elem. S.D. Karen Rathgeber 374-5588	160/13	N	N/R	0	0	N/R	G	E	B	N	5 wks	4	N/A	N/A	N/A	N/R
Chino Valley S.D. Robert Minich 638-2458	N/R (policy only)	Y	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R

Yavapai County

District name and number; administrator and phone number.	Reported enrollment / Number of Teachers.	Does the District have a Homebound Policy?	SURVEY QUESTIONS (SEE PAGES ___ FOR QUESTIONS AND KEYS TO RESPONSES)												
			1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.
Clarksdale-Jerome S.D. Jon Tavasci	380/20	N	A	N/R	0	G	A,D	C,G	D	Y	2 wks	B	N/R	N/R	N	N/R
Congress S.D. #17 James Thompson	162/0	N	Y	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R
Cottonwood-Oak Creek Robin Aitken 634-6743	2670/120	Y	N	A	1	I	B,C	E	A,C	Y	B	4/W	N/A	N/A	I/R	N/R
Crown King S.D. Caryl Appeld 632-5207	11/1	N	N	N/R	N/R	N/R	N/R	N/R	N/R	N	N/R	N/R	N/R	N/R	N/R	N/R
Hillside S.D. Janet Jones 442-3416	37/3	N	A	0	N/R	N/R	Never Needed	N/R	N/R	N	N/R	N/A	N/A	N/A	N	N/R
Humboldt Unified S.C	2600/100	Y	N	0	1	N/R	B	E	C,D	Y	B	4/W	E,H	4/W	N	N/R
Kirkland Elem. S.D. Marie Welsh 442-3258	37/3	N	N/R	0	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Yavapai County

District name and number; administrator and phone number.	Reported enrollment / Number of Teachers.	Does the District have a Homebound Policy?	SURVEY QUESTIONS (SEE PAGES ___ FOR QUESTIONS AND KEYS TO RESPONSES)													
			1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.
Mayer Unified S.D. Dr. Sam Stimple 632-7506	480/34	N	A	0	0	N/A	N/A	N/A	N/A	N	10 days	6/W	J	N/A	N	N/A
Prescott Unified S.D. William Makela 445-5400	5000/300	Y	N	3	12	D	N/R	E	A	Y	C	4/W	C	4/W	N	N/R
Seligman Unified S.D. Dr. James McLarrey 432-2333	156/14	N	N	0	N/R	N/A	N/A	J	D	N	N/R	0	F	N/R	N	N/A
Skull Valley Elem Darla Jay 442-3322	32/1	N	N	0	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R
Williamson Valley Elem	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
			Transporting District Only													
Yarnell Elem S.D. Sam Weinschenk 427-3281	66/5	N	N	0	0	N/A	B,D	E,J	I/R	Y	N/A	4/W	N/A	N/A	N	N/A

Yuma County

District name and number; administrator and phone number.	Reported enrollment / Number of Teachers.	Does the District have a Homebound Policy?	SURVEY QUESTIONS (SEE PAGES ___ FOR QUESTIONS AND KEYS TO RESPONSES)													
			1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.
Antelope Union H.S. Joe Ellett 785-3344	320/21	Y	Y	0	0	F	G	I	D	Y	6-10	3/W	E,F	18/W	I/R	N/A
Crane Elem S.D. Betty Borland 782-5183	4730/246	Y	N	0	1	N/A	A	F	By Ext Contract	Y	7	4/W	N/A	N/A	N	N/R
Hyder LiAragon 454-2242	200/12	N	N	0	0	N/A	Never Needed One	N/A	N/A	Y	7	2/W	N/A	N/A	N/A	N/A
Mohawk Valley S.D. #17 Andrew Dail 785-4942	255/16	N	N	N/A	0	N/R	N/R	C	H	B	N/R	N/R	N/A	N/R	Y	I/R
Somerton Elem. Miriam Thornton 627-2172	1780/100	Y	N	0	0	N/A	J	A	D	Y	C	4/W	N/A	N/A	Y	D,G Peer tutoring
Yuma S.D.#1 N/R	N/R	N	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R
Yuma Union H.S. #70 Anthony DeFranco 344-3825	5500/305 92	Y	N	1	3-4	D,E	N/A	F	B,G	Y	B	N/A	E,F	4/W	N 93	N/A

APPENDIX C

SUGGESTED READING

Garrison, W.T., and McQuiston, S. (1989). Chronic Illness During Childhood and Adolescence: Psychological Aspects. Newburn Park, California: Sage Publications, Inc.

Hobbs, N., Perrin, J.M., and Ireys, H.T. (1985). Chronically Ill Children and Their Families. San Francisco: Jossey-Bass, Inc.

Weinberg, S.B. (1982). Educating the Chronically Ill Child. Rockville, Maryland: Aspen Systems Corporation.

National Cancer Institute (1987). Students With Cancer: A Resource for the Educator. Bethesda, Maryland: National Cancer Institute.